

Jelly Totz Ltd

Inspection report for early years provision

Unique reference number EY385732
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Inspector Karen Cooper

Setting address 205 Birmingham Road, Shenstone Wood End, Shenstone,
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Type of setting Childcare on non-domestic premises

Introduction

This inspection was carried out by Ofsted under Sections 49 and 50 of the Childcare Act 2006 on the quality and standards of the registered early years provision. 'Early years provision' refers to provision regulated by Ofsted for children from birth to 31 August following their fifth birthday (the early years age group). The registered person must ensure that this provision complies with the statutory framework for children's learning, development and welfare, known as the *Early Years Foundation Stage*.

The provider must provide a copy of this report to all parents with children at the setting where reasonably practicable. The provider must provide a copy of the report to any other person who asks for one, but may charge a fee for this service (The Childcare (Inspection) Regulations 2008 regulations 9 and 10).

The setting also makes provision for children older than the early years age group which is registered on the voluntary and/or compulsory part(s) of the Childcare Register. This report does not include an evaluation of that provision, but a comment about compliance with the requirements of the Childcare Register is included in Annex B.

Description of the setting

Jelly Totz opened in 2009 and is privately owned and managed. It operates from a converted two storey police house in Shenstone Woodend in Staffordshire. The nursery serves the local and surrounding areas. There is a fully enclosed play area available for outdoor play. Access to the property is via a front entrance which has a low step.

A maximum of 30 children may attend the setting at any one time. The provision is registered by Ofsted on the Early Years Register and the compulsory and voluntary parts of the Childcare Register. There are currently 35 children on roll of whom all are within the early years age range.

The setting has procedures to support children with learning difficulties and/or disabilities, and who speak English as an additional language. There is limited access to the first floor for people with disabilities. The nursery opens each week day for 51 weeks of the year from 07:30 until 18:00. Children are able to attend for a variety of sessions.

The setting employs six members of staff and a cook. Four members of staff hold an appropriate early years qualification and two are working towards a recognised early years qualification. The setting receives support from the local authority.

Overall effectiveness of the early years provision

Overall the quality of the provision is good. The nursery provides a welcoming and stimulating environment where children make good progress in their learning and development. All children are valued and treated equally, they participate in a good range of age-appropriate play activities and are happy and settled. Activities are well planned and linked to the early learning goals. Children's safety is generally well protected and children's health is effectively promoted. Most of the required documentation is in place and children's welfare is protected as practitioners are aware of their safeguarding responsibilities. The management team have a clear vision of the future of the nursery and areas for improvement to ensure continuous development.

What steps need to be taken to improve provision further?

To further improve the early years provision the registered person should:

- obtain a copy of the list of notifiable diseases and ensure this is shared with parents.

To fully meet the specific requirements of the EYFS, the registered person must:

- take reasonable steps to ensure that hazards to children indoors and outdoors are minimised and

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review systems for risk assessments; this specifically refers to access to the kitchen, rabbit hutch and outside drains (Safeguarding and promoting children's welfare).

The leadership and management of the early years provision

Children are grouped according to age and the deployment of staff and the use of a key worker system ensure children's individual needs are effectively met. This helps promote consistency of care and allows lots of discussion between staff, children and parents. Staff have a good understanding of the Early Years Foundation Stage (EYFS) and regularly attend training to ensure their skills and knowledge is up-to-date. They work well as a cohesive and motivated team and compliment each other with their various personalities. As a result, good relationships have been formed with each other and children who benefit from their experience and knowledge of early years. Robust vetting procedures are in place to ensure that children are cared for by suitable adults.

Space is organised effectively to allow children to move freely and independently ensuring toys and resources are safe and suitable. Documentation that is required for the safe and effective management of the setting is well organised, regularly reviewed and stored appropriately to ensure confidentiality is maintained. There is a clear safeguarding policy to ensure children are protected from possible abuse or neglect and most staff have attended training.

Staff have formed excellent relationships with parents and carers and have formed good links with support workers and early years practitioners who deliver the EYFS to ensure that children are provided with good levels of support. Several parents stated how extremely pleased they are with the service offered and how well their children have settled. Staff keep parents informed daily about their children's activities and progress through daily diaries and individual folders. Parents complete an 'all about me' document during induction for their child; this helps ensure children's individual needs are effectively met. Children's records are up-to-date, easily accessible and stored securely to ensure confidentiality is maintained. Parents have access to all written records about the setting including a range of clear and concise policies and procedures. However, information with regard to notifiable diseases is not shared with parents to ensure children's well-being is fully protected. A written complaints procedure ensures parents are well informed of the procedure to follow should they have a concern. The staff regularly asks parents for feedback and suggestions acting on any comments made to improve their practice and regularly monitors and evaluates the quality of their provision using the online Ofsted self-evaluation form. The management team demonstrates a positive attitude towards continuous improvement and have implemented an action plan which all staff are fully aware of.

The quality and standards of the early years provision

Children are provided with a calm, bright, stimulating environment where they can enjoy themselves and are helped to achieve. Staff spend the majority of their time at their level, interacting with them. As a result, children are happy, confident and well-settled. They are secure with staff and good, warm and caring relationships between staff and children are evident. Children are valued and staff help them to feel good about themselves by frequently providing positive support, praise and encouragement whilst managing behaviour well; this helps build children's self-esteem. All children are made welcome and have equal access to toys and resources regardless of their ability, gender or attendance patterns.

Children enjoy a good range of activities such as art and craft, water, playdough, construction, and puzzles. They eagerly join in with sand and water play and delight in their experiences such as pouring sand through their toes and crushing large sheets of silver paper. Children are provided with good opportunities to develop their physical skills. They regularly participate in various outdoor activities including parachute games and make good use of the large well-equipped outdoor facilities. There is a good balance between adult and child-led activities and staff allow children to initiate their own play, stepping back to observe how their play develops and interacting when appropriate to extend their learning. Information gained from observations is used effectively to inform planning which is flexible and linked to the early learning goals. As a result, children make good progress in their learning and development.

Staff regularly carry out visual checks of the premises and risk assessments are undertaken to ensure children's safety is protected. However, further attention is required with regard to accessing the kitchen, rabbit hutch and outside drains to ensure children's safety is fully protected. Children develop an understanding of how to stay safe through gentle reminders not to run indoors or to climb on the furniture in case they should fall and hurt themselves. Children are effectively cared for in the event of sickness and all staff have attended first aid training. Children's health is promoted by a wholesome, nutritious and balanced diet. Meals are freshly prepared using fresh fruit and vegetables, some of which are purchased from the local farm. Processed food is not served and children are not given food and drinks with high levels of artificial additives and sugar. Menus are produced to give parents information about meal choices and drinking water is always available. Meal times are relaxed, social occasions when children and staff sit together around the table to enjoy their food and each others' company.

Annex A: record of inspection judgements

The key inspection judgements and what they mean

Grade 1 is Outstanding: this aspect of the provision is of exceptionally high quality

Grade 2 is Good: this aspect of the provision is strong

Grade 3 is Satisfactory: this aspect of the provision is sound

Grade 4 is Inadequate: this aspect of the provision is not good enough

Overall effectiveness

How effective is the provision in meeting the needs of children in the Early Years Foundation Stage?	2
How well does the provision promote inclusive practice?	2
The capacity of the provision to maintain continuous improvement.	2

Leadership and management

How effectively is provision in the Early Years Foundation Stage led and managed?	2
How effective is the setting's self-evaluation, including the steps taken to promote improvement?	2
How well does the setting work in partnership with parents and others?	1
How well are children safeguarded?	2

Quality and standards

How effectively are children in the Early Years Foundation Stage helped to learn and develop?	2
How effectively is the welfare of children in the Early Years Foundation Stage promoted?	2
How well are children helped to stay safe?	3
How well are children helped to be healthy?	2
How well are children helped to enjoy and achieve?	2
How well are children helped to make a positive contribution?	2
How well are children helped develop skills that will contribute to their future economic well-being?	2

Any complaints about the inspection or report should be made following the procedures set out in the guidance available from Ofsted's website: www.ofsted.gov.uk

Annex B: the Childcare Register

The provider confirms that the requirements of the compulsory part of the Childcare Register are: Met

The provider confirms that the requirements of the voluntary part of the Childcare Register are: Met